

What is the Pupil Premium Grant (PPG)?

The government believes that the Pupil Premium Grant (additional to main school funding) is the best way to address inequalities in students' attainment by ensuring that there is financial support to tackle disadvantage.

The Government believes that schools can decide how the PPG is spent since they are best placed to assess what additional provision should be made for individual students.

National research shows that children who have been eligible for Free School Meals, at any point in their career, have consistently lower educational attainment than those who have never been eligible. It should also be noted that students at Unified Academy are already vulnerable to under achievement due to their SEND relating to their Social, Emotional and Mental Health. It is therefore, pertinent for the school to consider additional strategies when planning effective interventions to maximise the impact of this funding for PPG students or any other students that the school has legitimately identified as socially disadvantaged.

Who is eligible for Pupil Premium?

- Students eligible for Free School Meals (FSM); to qualify students must be children of families in receipt of Income Support/Job Seekers Allowance/Income Related Employment and Support Allowance/Child Tax Credit (but not Working Tax Credit) and whose household income does not exceed the capped amount.
- Looked After Children (LAC); a child who is in Local Authority care continuously for 6 months.
- Children with parents in the armed forces (Service Children).

The overall aim of any individual action plan is to:

1. **Improve attendance** through honest, open and regular communication between the school and families.
2. **Accelerate achievement** for students throughout the school, with some exceeding expectations via the provision of better resources and an improved support system.
3. **Improve standards of behaviour** and educational and **emotional well-being** within the school.

In order to 'close the gap' and monitor the impact of the Pupil Premium Grant, Unified Academy will:

- Closely track the progress and attainment of those in receipt of Pupil Premium and compare this to their peers in the school.
- Rigorously monitor attendance and support both students and families to improve and maintain it.
- Identify and record any additional interventions put in place for those in receipt of Pupil Premium and analyse the impact of these interventions.
- Record and analyse positive and negative incidents for those in receipt of Pupil Premium and compare them to the rest of the school.

These plans will be reviewed on a regular basis in line with the school's assessment procedures.

Focus area	Strategy	Expected outcome/success criteria	Review date(s)	Lead	Amount	Impact
Attendance	Service Level Agreement with Surrey County Council for 'Inclusion Officer' support for education welfare and attendance.	Enhanced, regular scrutiny of attendance registers and monitoring of student welfare for those with low attendance. Partnership working and additional support for Persistently Absent students will see an improvement to individual attendance over time.	Fortnightly Half-termly	CT	£2,000	Below anticipated due to the impact of Covid 19, nevertheless numbers of persistently absent students with below 50% attendance dropped from 37 students in the previous year to 17.
	Alternative Learning Programme vocational offer	Access to offsite, vocationally focused activities and courses to encourage the 'hard to reach/engage', e.g. SILC, mechanics and assisted work experience placements. Improved attendance, engagement and outcomes. Minimal NEETs in year 11 due to increased access to further education, training or employment.	Half-termly	DT/KS	£20,000	Several ALP activities ceased to run during the lockdown period which proved difficult for increasing attendance for those who find it difficult to attend onsite. For some, this also impacted on attainment. Unified Academy have increased student engagement through the use of external providers. Attendance has increased from 54% in Autumn 1 to 73% in Summer 2, despite various COVID lockdowns and closures. There has been a positive impact on attitude to learning, raised self-esteem and resilience and outcomes achieved for example one student has completed an extension course

						in construction skills and has now gone on to begin a level 1 city and guilds award.
	Outreach tutoring service from Winchmore tutors and mentor programme from sporting chances.	Recruitment of outreach support worker to deliver 1:1 offsite lessons to the hard to engage/reach. Improved attendance and outcomes, successful transition to next placement.	Half-termly	DT/KS	£9000	Particularly during COVID-10 remote tutoring support students who were unable to access onsite provision bridging the gap between those offsite and their peers to sustain academic progress and attainment . Mentor programme from, sporting chances for targeted students, 3 of which have begun to re-integrate into school.
Achievement	Canine therapy	Therapy dogs and handlers to aid literacy assessment and interventions.	Termly	KS	£10,000	Assisted in the delivery and completion of reading and spelling test for 50 onsite students. All tutor groups (15 groups) received at least group literacy support session Number of classes accessing CAL 15 in class literacy support. This has increased class engagement with reading. Provide a baseline for assessment and monitoring of progress for all students.

	Introduction of accredited offsite-mechanics course	Increased vocational curriculum offer for KS4 students and those harder to engage on school site. Improved attainment for KS4 students.	Termly	JY	£6,000	Mechanics course well received. All students accessing will be continuing to complete the 2nd year of the course in 2021/22
Behaviour	Staff training and development delivered by 'Changing Behaviours' consultant	Delivery of Team Teach approach to the vast majority of staff with emphasis on de-escalation strategies. Reduction in restrictive physical interventions. Eradication of ground restraint. Reduction in high level behaviours and increase in low level evidencing the impact of effective de-escalation that does not lead to spiralling behaviours. Regular support and review sessions with all staff throughout the year. Developing staff confidence to deploy de-escalation strategies.	Half-termly	RN	£5,000	Trained 48 staff in Team-Teach Level 2 - Positive behaviour management on 18th and 19th October 2020 Trained 12 staff in Team-Teach Level 2 - Positive behaviour management on 25/01/21, 1/02/21, 9/02/21 and 12/02/21 31 restrictive interventions in 2019-2020 not including guides and escorts In 2020/2021 this was reduced to 7 restrictive interventions and 28 guides and escorts. No ground restraint 2020-2021 No seated hold 2020-2021 The roll out of Team-Teach training across the setting has allowed staff to have a growing confidence in managing behaviour that challenges Team Teach training is obviously essential to provide a duty of care and keep everyone safe and I feel safer knowing this is in place The behaviour training has prepared me with confidence in responding to

						<p>distressed behaviour. Using positive body language,</p> <p>When I arrived at Unified Academy, I was not aware of the variety of challenging students I would have met. I received different behaviour training throughout the time I have spent at Unified Academy. Since then, I have grown in confidence and I am now equipped with de-escalation strategies and some techniques to deal with challenging behaviour.</p>
	Rewards/Credits resources	<p>Enhanced programme of rewards and credits to recognise and incentivise positive behaviour and attendance. Reduction in behaviour incidents. Increased attendance.</p> <p>The EPraise rewards system is an interactive tool that utilises positive points and enables parents and carers to be kept informed of students' academic and behavioural achievements.</p>	Half-termly	RN/CT	£6,000	<p>Students are responding well to this positive approach and enjoy using the points to earn specific achievements and rewards.</p> <p>Although it is difficult to compare data from 20/21 to the previous academic year due to various Covid lockdowns and restrictions there has been an evident downward trend in negative behaviour incidents over the year from a total of 519 incidents in the Autumn term to 449 in the Summer term.</p>
Well-being	Canine therapy	Therapy dog to provide emotional support interventions for targeted	Termly	KS/RS	£5,000	<p>11 Students accessing 1:1 therapeutic intervention. Every class has a scheduled group session and enrichment activities of</p>

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		students. Reduction in behaviour incidents.				Friday to support emotional well being
	Farm therapy	Therapeutic intervention programme delivered by The secret garden sanctuary farm. Reduction in behaviour incidents.	Termly	KS/RS	£8,000	Currently accessed by 6 students in 2 groups of 3. This will be continuing over the next academic year as there has been an evident positive impact on behaviour incidents. E.G. Student C continues to engage well with the farm. His attendance is currently 75%. C's behaviour logs have decreased from 19 incidents in Autumn 1 20/21 to 7 in Autumn 1 21/22. During the academic year 20/21 C was displaying high levels of physical aggression and frequent racist abuse. This has significantly decreased to only 2 incidents where he displayed aggression and 0 incidents of racism.

***£66,000 total allocation**